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ABSTRACT

The increasing number of part-time faculty, especially in university speech communication departments, appears to provide vital continuity in professional development. There are three kinds of part-time faculty: those with new doctoral degrees who want to teach full time but who cannot find appointments, those who are still active or semiactive candidates for the degree and are teaching while studying job possibilities in the community, and those who prefer to teach only part time while assuming no other paid position, usually parents with young children. Teaching part time enables members of all three groups to stay active in their subject areas and in touch with changes in content and teaching methods. The use of part-time faculty both allows the college more flexibility in scheduling sections for courses with high enrollment or for courses that have become tiresome for the regular faculty to teach repeatedly and ensures quality instruction, because unsatisfactory part-time teachers are not tenured. To incorporate part-time faculty, colleges should assess the needs of the full-time faculty, conduct inservice workshops concerning content and handling of courses, include part-time teachers in committee activities, and provide tuition reimbursement for graduate courses that will allow them to teach additional subjects. Without appropriate and well-implemented staff development programs, colleges will fail to make the most of the diversity offered by part-time faculty. (HOD)

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PART TIMERS AND UNIVERSITY FACULTY DEVELOPMENT

by

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As a new chairperson at an urban university in fall, 1975, I was concerned about having seventeen part-time faculty members in a department which generated 3,201 student credit hours--particularly as we had only eight full-time faculty members. In fall, 1981, I am more concerned because we have forty-two part-time faculty members in a department which generates 5,987 student credits hours--particularly since our full-time faculty has increased to only twelve. Several of those part-timers, i.e. associate faculty members, are teaching the two-hour recitation sections of our basic public address course which has the third hour taught as a lecture session with a full-time faculty member. An increasing number is responsible for completely self-contained courses in other multiple-section offerings such as interpersonal communication or business and professional speaking. In fact, during the past six years our interpersonal communication course alone has grown from one section per year to thirty-two sections, many of which are staffed with part-time instructors. Our biggest expansion has been in the innovative Weekend College and the Learn and Shop programs, staffed predominantly with part-time faculty. Yes, in addition to offering courses on evenings and weekends, our university has classes in training rooms of major department stores at the five largest shopping centers surrounding the Indianapolis metropolitan area. Robert M. Smith, of Wichita State University, made a fitting observation for us when he said: "as outreach centers open for classes in sites remote from the main campus and as evening (as well as weekend) offerings expand, the temptation to use available part-time people will be present."[1]

Altogether last year, over sixty percent of our lower division hours were taught by part-timers, while fewer than five percent of upper division courses were. The large majority of associate faculty assignments were in courses primarily of a "skills" or "performance" nature, provided as a service function of our department for other departments, schools, and units within my university. This trend corresponds with the findings of David W. Leslie, who wrote in his CURRENT PERSPECTIVES ON PART-TIME FACULTY that "Where colleges deal with large numbers who seek... development of particular skills... there will be a tendency to rely more heavily on part-time faculty."[2]

Skills courses in speech communication and English composition do have high numbers but are offset by non-skill offerings throughout the School. Leslie tells us that an "informal interpretation of the Southern Association of Colleges and Schools guideline indicates that a threshold of concern is reached when 25% or more of a college's course sections [overall] are taught by part-timers."[3] There are some sound reasons for suggesting that guideline, such as insuring maintenance of appropriate faculty development and quality control. Because of this concern, I have explored the role of part-time faculty on the urban university campus, particularly in the area of faculty development. Maybe because I have an unusually well-qualified and conscientious part-time faculty, I have become chastened by some of the admonitions concerning the appointment of associates. Some writers claim that if I hire too many women, I am relegating women to second-class status by making them part-timers; others say that if I hire many more men than

women as part-timers, I am discriminating against women and violating affirmative action. Some say part-timers are not as well qualified as the resident faculty and they will weaken my program; others say the part-timers bring special expertise, practical experience and the most current technical knowledge to academia. Some say part-timers are a threat to expansion of full-time positions and cause more time loss through increased non-classroom work for full-timers; other say part-timers prove a demand for courses to which full-timers eventually can be appointed, and that part-timers actually assist resident faculty members by allowing them to spend more time on their specialized curricular areas. The arguments go on and on and, in certain situations, each side is right.

Much study can be made of the impact of increasing part-time faculty on four-year institutions. In focusing on the role of part-timers in the faculty development process, I want to emphasize (1) how part-time employment can help those associate faculty members with their own professional development, (2) how part-time employment can contemporaneously help full-timers in their professional development, and (3) how a developmental program, with safeguards for all parties, can and should be implemented at those institutions using part-time faculty services.

In analyzing the benefits to part-timers, themselves, one must subdivide according to the types of part-timers available. Probably the most discussed are the new Ph.D.'s who want to teach full-time but cannot find appointments. Maybe these persons are specialized in an area for which appointments are not readily available, or maybe they are generalists but are victims of an

apparent surplus of Ph.D.'s. Young professionals need to stay active in the field if they wish to remain marketable. In his essay on "Part-Time Faculty and the Production of Knowledge," Robert Blackburn wrote about the current Ph.D. surplus, saying that disciplinary research may be cut off from a "potential source of creative thought;" just as important, "the lack of access to academic positions may be truncating the next generation's contributions to intellectual advancement." Consequently, he advocated "making room for part-time appointments as a way of keeping young intellectuals in the disciplinary pipelines."[4] Or, as another nation-wide study put it: "In the recent past part-time faculty positions offered the inexperienced faculty a toehold between graduate training and full employment."[5] A school with financial growing pains, such as ours, is trying to create new full-time positions to meet increasing student demand. Although the number of expansionary faculty slots might appear small, prima facie, it should be noted that we are regularly given top priority when monies do become available for such purposes--the four new positions are a relatively sizable portion. And, fortunately, few of our part-timers are in this category anyway.

A highly similar group are the "ABD" persons who are still active or semi-active candidates for the degree. Only five of our associates are in this category. A couple are disenchanted with full-time teaching prospects and are teaching part-time to keep their teaching skills and involvement with the field--meanwhile, they are studying the job possibilities in the business community --those persons are especially active in the basic course and in

business and professional speaking. One of our "ABD's" is finishing a degree emphasizing parliamentary law--he is a registered parliamentarian, a parliamentary consultant for the Federal Courts in Indianapolis, and besides other subjects has taught part-time courses and workshops on parliamentary procedure. Still another "ABD" was teaching high school but also taught a course each semester for us to keep involved at the postsecondary level while waiting for a full-time college job; one opened this fall at a small, four-year university in Indianapolis, and she is now finishing her Ph.D. more dedicatedly. In all such cases, however, the part-time involvement at the university level appears to provide vital continuity in professional development.

A larger number on our associate staff are those who prefer to teach only part-time while assuming no other paid-position. Most of these are homemakers or parents, some of whom prefer temporary part-time assignments while the children are small, and the like. Indeed, they are kept in the "disciplinary pipelines" during this period. While finding intellectual stimulation through teaching, they can also develop by keeping current in methods and content of the courses they teach--and, in the development program to be discussed subsequently, they can even learn to teach some new units, such as in interpersonal communication, for those who were trained in the more traditional public address background. Eight of our associates are in this group, five of whom eventually intend to resume full-time roles in our profession. In a fall, 1981, questionnaire for our associate faculty, the parent/part-time instructors, who planned resuming full-time positions subsequently,

voiced similar views, of which this is typical: "Part-time teaching allows me to remain active and current in a career... where I obtain personal gratification and adult stimulation and still can be a full-time wife and mother of three young children."[5] So long as exploitation of such personnel is avoided, one might say they are serving a developmental internship while assuming other responsibilities.

The bulk of our Associate faculty are persons who are working at other positions in the city and primarily teaching additional sections in their specialty areas of basic courses for which they have been trained. The aforementioned interpersonal communication sections are staffed by several part-timers who have graduate degrees, some Ph.D., in communication or clinical or social psychology and who conduct practices in the city in counselling and various types of therapy or consulting. They have flexible working schedules and are often available at times for which effectively to schedule sections. We have one nucleus of theory and experiential activity for all enrollees of that course, but the part-time instructors are given opportunities to inject within those general guidelines somewhat more emphasis on their subareas of expertise--e.g. one makes greater use of transactional analysis, another of relational developments, and another of self-concept vis-a-vis perception of others. In interpersonal communication, as well as basic public address, some objective, departmental testing is administered to give some uniformity and to provide a gauge of the learning process.

In telecommunications we are able to draw upon the teaching

expertise of the news director for one of our local network affiliates, the directors of instructional media for our university's schools of nursing and liberal arts, a writer for a local media firm, and an instructional designer from the headquarters of our statewide IU network operation, The Indiana Higher Educational Telecommunication Systems. Again, while our department closely supervises the objectives of each course in relation to our overall private-media, small-studio curricular emphasis, the part-time instructors are able to function in their refined, specialized areas. Our university's program in telecommunications is only four years old and could not have evolved without the employment of effective part-time faculty. We first were able to appoint a full-time director for our envisioned program, and he has been building and coordinating, and ascertaining our step-by-step developmental needs in terms of curriculum, space, and personnel. As enrollment figures from the area have strengthened our case in relation to other requests, the telecommunications area has been assisted favorably. We now have two-full time faculty members and are expanding confidently and steadily in all phases of that area.

Also, in theatre, along with having part-timers do some directing work, they teach courses in such areas as stagecraft and theatre management. The latter is taught by the manager of Indianapolis' Children's Museum.

Even in our more recently-established area of organizational communication, our strategic part-time placement of those who are full-timers elsewhere in our related courses such as interviewing, and business and professional speaking, has allowed curricular

growth and program development. More full-time appointments are now also imminent in organizational communication.

Meanwhile, the part-time faculty are sharpening and developing their expertise in their respective areas by teaching courses. General departmental syllabi are used, but instructors give operational specifics. Associate faculty members may thus remain effective in class while directly dovetailing that material with their regular involvement with the "real world." Richard R. Beman, a part-time instructor in management subjects at a small Maryland college, is personnel and safety manager for Certain-Teed Corporation in Williamsport, Maryland. He articulated the relationship in terms of "the need to maintain a degree of mastery in my own field. Without it, I cannot give students current, correct information. The result is that both my job and teaching are more stimulating." In contrast with that developmental aspect for part-timers, Beman noted that practical experience in "non-academic areas, such as management and health care" is likely to be much greater than that of full-time faculty. He similarly cited the up-to-date instruction available from the "clinical psychologist," and he just as well could have mentioned persons in various capacities of telecommunications production or management. In contrast, Beman asserted that "it is inevitable that faculty teaching full time will grow out-of-touch with changes in the workday world (Parsons, 1979)."[7] So, the part-timers help contribute to program development and currency along with promoting their self-development in their specialties.

The second major contribution of part-time faculty is to the development for full-time faculty. When a department such as mine

is committed to teaching multiple-sections of basic service courses for other academic units, and it has a limited number of full-time faculty members, it faces a question of whether to (1) offer fewer sections, (2) have full-time members teach many more sections of those basic courses than they now do, or (3) assign part-timers to the increased sections. Our offering more sections of basic courses is meeting service needs effectively and we do not wish to destroy this liaison. Although every full-time faculty member teaches one basic course at this time, the remainder of his/her FTE assignment entails courses, many at a higher level, in the full-timer's specialty areas. At the same time the full-time faculty member can remain more enthusiastic about his basic course section, knowing he does not teach said basic sections over and over ad nauseam. This option to assign fewer basic courses to each full-timer is only possible through our assigning several sections to part-timers.

There are other areas in which full-timers can be aided in their development by employment of part-timers. For instance, the aforementioned part-time specialty areas are ones for which current resident faculty members are not directly trained, e.g., telecommunications scriptwriting or instructional design or theatre management. Yet such courses are needed in our rounded curriculum. Under these circumstances, our full-time faculty have to spread themselves so much thinner by trying to prepare in those peripheral subjects, or we can hire part-time specialists so full-timers can develop more deeply in those subjects of their training. Thanks to part-time faculty, our resident staff can have the opportunity

to choose that more profound developmental path. Consequently, students, our program, and our full-timers can all benefit by the role of our part-time faculty.

Before discussing the overriding issue of an effective development program for part-time faculty, let us analyze the relative effectiveness of part-timers in my department. Each comes with at least a master's degree and strong recommendations. There are regular workshops given on the methods and content of our basic courses. Each area of our department has a full-time faculty member directing appropriate course offerings, i.e., there are directors of (1) organizational communication, (2) telecommunications, (3) theatre, (4) basic public address, and (5) interpersonal communication. Thus, there are direct personal, communicative contacts for each part-time instructor. Those various directors serve in a "mentor" capacity, a developmental technique determined effective and necessary in a 1978 study at the University of Illinois involving assessment of needs of five hundred part-time instructors in that state.[8] The mentors indisputably enhance part-timers effectiveness.

Mandatory evaluation forms--the IU Multi-Op--are administered for all classes. The part-timers consistently either prove comparatively well on the required global core questions of that instrument, or they are given additional assistance by area directors. Those who do not improve in stipulated areas, are encouraged to find employment elsewhere. This evaluative process really is more demanding than can be placed on tenured faculty members. Beman emphasized that: "Adjuncts are held to a higher

standard of performance than full-time faculty. The basic contract between the adjunct and the institution which he serves is for a single semester. If he fails to perform satisfactorily, his teaching for that institution ends. By contrast, the tenured faculty member who ceases to function properly often continues on the payroll."[9] To further determine part-time faculty effectiveness, a two-semester listing was made last year of student evaluations in our regular weekday offerings in interpersonal communication, involving twenty sections and 633 students. The differences between resident and part-time faculty were virtually non-existent. In fact, for one of the semesters, the associate faculty received slightly higher ratings.[10]

Despite the high quality of part-time instruction in my department, the careful search and screen for them, their distribution among "mentor" directors, the use of workshops for our basic courses, the careful preparation of syllabus guidelines, and the mandatory administration of course-instructor evaluations, there are still part-time faculty development policies to be established. The main efforts at enacting such programs appear to have been made at the community college level.[11]

In the ERIC collection, there are twelve different community colleges with development programs. Each has some strong features to be considered for part-time faculty development. Any plan should evolve from the needs of the institution and the mission of the department. It should involve making a full, fair consideration of legal issues inherent in part-time employment. A detailed basis for this might be the "Federal Employees

Part-Time Career Employment Act of 1978." [12] Considerations must be made for contractual rights for part-timers, such as in the area of the maximum number of credit hours to be taught under different circumstances, applicability of and entitlement to fringe benefits, the possibility of pairs of part-timers performing the equivalent to one FTE and thus receiving a joint contract equal to a full-time appointment, and the list is endless. For instance, my institution is now designing a lectureship that expands opportunities for some of our associate faculty. Yet, as inextricable as these structural, administrative aspects are, the thrust of this paper more directly involves the professional development of part-timers.

An effective developmental program should assess the needs of part-time faculty and establish an environment and specific activities to meet those needs. Regardless of the methods used, the program should provide an opportunity for regular interaction with resident faculty, for discussing such matters as syllabi, counseling problems, and the like; those associates should feel and be a part of the formulation of course-content and policy. The "mentor" system can help in this regard.

Regular orientation sessions should be held in which course purposes, relationships, and procedures are clarified and discussed. These meetings are held by our department at least at the very beginning of each semester.

Inservice workshops and institutes should also be held concerning content and handling of courses. Those in our department have involved such materials as analysis anddemonstration of experiential exercises; the nature, purposes, and demonstration of

criticism, and the like. Each is participatory in nature.

As part of the development process, part-timers should participate in textbook selections and other committee activity, including search and screen operations significant to their respective academic areas.

Some development programs allow part-timers tuition reimbursement for taking graduate courses which can allow them to teach subjects in which they have previously had little formal training or taking graduate courses which could enhance and up-date teaching in their specialty areas.

It has been suggested that, where appropriate, institutions should shift their research funding grant priorities and emphasize part-timers. As Robert Smith noted: "After all, the graduate programs continued to issue degrees to people prepared for narrow careers long after the market was saturated. These programs still have a responsibility to those people that predates its commitment to new or future graduate students."[13] The research could well be conducted while those persons are teaching part-time.

Overall, there should be a nucleus of information as well procedural instruction for part-timers and this could well take the form of a handbook. In 1977, a five-section handbook was prepared for three Illinois colleges; it contains a three-stage process for staff development: (1) orientation, (2) instructional effectiveness materials, and (3) materials for maintaining motivation of part-time faculty.

Developmental programs must be implemented if effective employment of part-time faculty is to be had. David A. Harris, president of the Florissant Valley Community College in St. Louis,

well articulated the situation when saying: "Because of the lack of appropriate and well-implemented staff development programs, colleges fail to make the most of the diversity offered by part-time faculty. Staff development programs should be mandatory for part-time faculty and institutions should make allowances by contract for part-time faculty involvement."[14]

FOOTNOTES

1. Robert M. Smith, "The University and Part-time Faculty: An Interdependent Relationship," Association for Communication Administration Bulletin, October, 1980, p. 61. For further details on the Learn and Shop program, see Robert C. Dick and James R. East, "Learn and Shop: Communication Education in Non-Traditional Settings," Communication Education, 29 (July 1980), pp. 291-5.

2. David W. Leslie, CURRENT PERSPECTIVES ON PART-TIME FACULTY, AAHE-ERIC/Higher Education Research Currents, November, 1978, p. 2.

3. Ibid, p. 4

4. Cited in Leslie, Ibid.

5. N. Carol Eliason, "Part-time Faculty: A National Perspective," Using Part-Time Faculty Effectively, ed by Michael H. Parsons (San Francisco: Jossey-Bass Inc., Publishers, 1980), p. 7.

6. Statement by Gwen Grant, Indiana-Purdue University Associate Faculty, 1979-; M.Ed. from University of Georgia.

7. Richard R. Beman, "Observations of an Adjunct Faculty Member," Using Part-Time Faculty Effectively, ed. by Parsons, Ibid., pp. 82-3. The "Parsons, 1979" reference by Beman is to M.H. Parsons, "Back to the Salt Mines--Career Faculty Returning to Industry," a paper for the summer conference on staff development at the University of Texas, Austin, 1979. A listing of the twenty-seven Indiana-Purdue University part-timers in Communication and Theatre who hold full-time professional positions in the Indianapolis community, along with their degrees held and

courses taught, appears in Robert C. Dick, "Accreditation Report of Communication and Theatre Department" an unpublished document submitted to Dean of School of Liberal Arts," Indiana-Purdue University at Indianapois, August, 1981, pp. 4-5.

8. Richard R. Smith, "Can Participatory Programs Realize Part-Time Faculty Potential?" Using Part-Time Faculty Effectively, ed. by Parsons, Ibid., pp. 20-1.

9. Beman, Ibid., pp. 82-3.

10. Ratings for the instructor (on a four-point scale) are on the left-hand side of each column. The parenthetical number on the right-hand side of the column (also on a four-point scale) are the grade averages given by the instructors.

Fall, 1979

Full-Time Instructors			Part-Time Instructors	
Evaluations	Av. Grades Given		Evaluations	Av. Grades Given
3.1	(2.29)		3.4	(2.64)
2.9	(2.66)		3.3	(2.17)
3.0	(2.69)		2.8	(3.60)
3.2	(2.97)	Averages	3.17	(2.80)
3.1	(3.24)	Total	74 students	
Averages 3.06	(2.77)			
Total 186 Students				

Spring, 1980

Full-Time Instructors		Part-Time Instructors	
Evaluations	Av. Grades Given	Evaluations	Av. Grades Given
3.1	(2.50)	2.8	(2.49)
2.7	(3.03)	2.8	(2.59)

Evaluations	Av. Grades Given	Evaluations	Av. Grades Given
3.0	(2.53)	2.8	(2.72)
3.2	(2.69)	2.9	(2.62)
2.4	(2.43)	3.4	(2.33)
Averages 2.88	(2.64)	3.1	(2.82)
Total 159 students		2.3	(3.09)
		Averages 2.87	(2.84)
		Total 214 students	

Average grades also have been listed above as a means of showing that there were no great disparities in grades assigned which might be susptected of having a causal influence.

11. Those development programs are described for (1) Burlington County College, NJ; (2) Eastfield College, TX; (3) Hagerstown Jr. College, MD; (4) Maricopa Communty College Dist., AZ; (5) Mt. Hood Community college, OR; (6) Mt. San Jacinto College, CA; (7) Pima Community College, AZ; (8) Richland College, TX; (9) Seminole Community College, FL; (10) St. Petersburg Jr. College, FL; (11) West Virginia Northern Community College, WV; (12) William Rainey Harper College, IL.

12. "Federal Employees Part-Time Career Employment Act of 1978," HR 10126, 85th Congress, 2nd Session.

13. Robert M. Smith, Ibid, p. 63

14. David A. Harris, "From the President's Perspective: Part-Time Faculty in the 1980's," Using Part-Time Faculty Effectively, ed. by Parsons, Ibid.,p. 15